

Exploring Procedural Text

on Preparation

Daily Lesson 17	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1A	E1.1D,E	E1.Fig 19A E1.11A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension of oral and written communication. — What types of activities help improve your vocabulary? — Why is it important to continue to improve your vocabulary? 		<ul style="list-style-type: none"> Authors develop and refine their ideas for communicating, connecting with others, and clarifying their own thinking. — How does making connections to text impact understanding? — How does making connections help understanding in real world situations? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Word Origins 		<ul style="list-style-type: none"> Procedural text 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Dictionary (class set) Note card (6) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Procedural text for modeling (1) Variety of procedural texts (1 per group) Chart paper (if applicable) 	
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Designate a space on the Word Wall, for the new prefixes, root words, and suffixes from today's lesson. Select six terms that have a Latin or Greek root word from either a text from the Reading Component, a textbook, or other resource, such as college readiness word lists. Identify common prefixes and suffixes that may be added to the root words. Write each root word on an index card. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select and prepare various examples of procedural texts including warranties, software installation procedures, owner's manuals, assembly instructions, rebate forms, consumer publications, etc. 	
Background Information	<p>Teaching students about word parts is essential for comprehension. Students do not learn about words and how to use words by memorizing definitions. Students should be given the opportunity to discuss the words they are learning and represent their knowledge of words in linguistic and non-linguistic ways.</p> <p>This Instructional Routine partially assesses Performance Indicator:</p>		<p>Procedural text – a type of informational text that is written with the intent to explain the steps in the procedure, as in a recipe. Procedural text could house data that requires reader interpretation.</p>	

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	<i>"Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins"</i>	
Teacher Notes	In this Instructional Routine , students use a graphic organizer to learn new words and their origins. Encourage students to use this organizer as they encounter new words in their Independent Reading.	The procedural text used for modeling must contain a graphic which may include pictures, maps, diagrams, timelines, graphs, or illustrations. Select different types of procedural text to allow for a wide exposure to this type of reading.

Instructional Routines

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Duration and Objective	Suggested duration: 10 min. <u>Content Objective:</u> Students determine the meaning of technical words and their origins.	Suggested Duration: 40 min. <u>Content Objective:</u> Students identify the purpose and elements of a procedural text.
Mini Lesson	<ol style="list-style-type: none"> 1. In the Vocabulary Notebooks students should brainstorm a list of activities that helps them improve their vocabulary. Students should know that one of the best ways to build their vocabularies is by reading. Discuss several responses. 2. Begin with a quick review of word parts, using the class Word Wall as a reference. 3. Add the selected word to model to the class Word Wall. 4. Draw a square on the board with a "T" in the middle so that there are four equal- sized boxes. 5. In the upper left quadrant, write the term along with a number on a scale of 1-5 that represents how well you know the word. 6. Look up the word in the dictionary and Think Aloud to determine a definition in your own words and put this definition in the upper right quadrant. Remind students that this quadrant is not for writing the word-for-word dictionary definition but for writing the definition in their own language. 7. In the bottom left quadrant, include the following information as applicable: 	<ol style="list-style-type: none"> 1. Ask: What professions require that informational text - either expository or procedural - be read? Discuss responses. 2. Students designate a new section in the Reader's Notebook titled "<i>Procedural Text.</i>" and list the following: <ul style="list-style-type: none"> • Purpose • Subheadings • Order • Actions • Graphics • Items/tools needed • Warnings 3. Display a procedural text and Think Aloud, annotating subheadings, numbers or letters indicating chronological order, items that are in all capital letters, verbs indicating action, warnings and side notes, graphics, and necessary tools as students record pertinent information in the Reader's Notebook. 4. Discuss responses. Ask: How does understanding the purpose and structure aid in our understanding of the text? Discuss responses. 5. Distribute a procedural text to each Collaborative Group.

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	<ul style="list-style-type: none"> • Origination of word • Root word • Prefix • Suffix <p>8. In the bottom right quadrant, draw a visual representation that will help you remember the term.</p>	
Learning Applications	<ol style="list-style-type: none"> 1. Distribute previously prepared note cards containing words to each Collaborative Group. Each group should receive a different word. 2. Students draw the four boxes on a blank sheet in the Vocabulary Notebook and complete the organizer for the assigned term. 	<ol style="list-style-type: none"> 1. In Collaborative Groups, students read their procedural text and identify the purpose and elements. 2. Each group prepares to share their findings with the class.
Closure	<ol style="list-style-type: none"> 1. Students share their words along with the information discussed in groups. 2. Students should create and write in the Vocabulary Notebook a sentence that clearly states why improving vocabulary strategies is important. 	<ol style="list-style-type: none"> 1. Groups share their findings with the class. 2. Ask: Can anyone think of any job or position outside of high school that does not require a person to read procedural text? Discuss responses, emphasizing that anyone, from a stay-at-home mom to a CEO of a corporation, must be able to understand informational texts.